

Broward County Public Schools

Stranahan High School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	23
Positive Culture & Environment	33
Budget to Support Goals	34

Stranahan High School

1800 SW 5TH PL, Fort Lauderdale, FL 33312

[no web address on file]

Demographics

Principal: Michelle Padura

Start Date for this Principal: 7/5/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (46%) 2017-18: C (42%) 2016-17: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	23
Title I Requirements	0
Budget to Support Goals	34

Stranahan High School

1800 SW 5TH PL, Fort Lauderdale, FL 33312

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Stranahan High School is to educate all students to the highest levels of academic achievement, to empower them to reach and expand their potential, and to prepare them to become productive, responsible, ethical, creative, and compassionate leaders in a global society.

Provide the school's vision statement.

Stranahan High School is committed to transforming all students into lifelong learners and leaders in a global society.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Padura, Michelle	Principal	Provide the leadership and management necessary to administer and supervise all programs, policies, and activities of the school to ensure high-quality educational experiences and services for the students in a safe and enriching environment.
Sanon, Kamara	Assistant Principal	To assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff, and community. Ms. Sanon is responsible for the progress monitoring for accountability for Biology and English Language Arts, Acceleration, and Graduation Rates. She also oversees Student Services, the School Advisory Council and is the school's Master Scheduler. She is the 12th Grade Administrator.
Smith, Brooke	Assistant Principal	To assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff, and community. Ms. Smith is responsible for the progress monitoring and accountability for Algebra I, Geometry, and Learning Gains.
Hazell, Elvin	Assistant Principal	To assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff, and community. Mr. Hazell oversees the PASL program, the school SEL, Safety and Security, and Athletic programs as well as being the 9th Grade Administrator.
Ward, Kenneth	SAC Member	Mr. Ward is the school's SAC Chair and is responsible for notifying members of upcoming meetings and votes. He facilitates the SAC meetings and informs the SAC of relevant issues related to school improvement activities. He ensures that a quorum is present before an action item on the agenda comes to a vote and works in collaboration with the SAC secretary to ensure minutes are recorded and filed promptly. Mr. Ward also leads the Data Analysis Team, is responsible for the creation of the State SIP, and progress monitoring of the ESAA subgroup reporting categories as well as the progress monitoring of the SIP. As the Health Information Project Coordinator, Mr. Ward is responsible for ensuring that the 9th-Graders receive presentations on mental health awareness and SEL support from the upperclassmen Peer Health Educators.
Goodwin, Robert	Assistant Principal	To assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human

Name	Position Title	Job Duties and Responsibilities
		and material resources, including time and space, available for a successful and safe school program for students, staff, and community. Mr. Goodwin is responsible for the progress monitoring and accountability for Social Studies and U.S History EOC. In addition, Mr. Goodwin oversees ESE, Testing, and the progress monitoring of the attendance plan. Mr. Goodwin is the
Brown, Samantha	Reading Coach	Ms. Brown is the school reading coach and is responsible for the creation and implementation of the school literacy plan. In addition, she oversees the YMCA afterschool tutoring program, Dragon Heat.
Brown, Chukwunyerem	Math Coach	Mr. Brown is the school Math coach and is responsible for our progress monitoring data and working to support the Geometry and Algebra 1 PLCs. He provides pull-out support and remediation to our 12-grade students.
Wallace, April	Curriculum Resource Teacher	Ms. Wallace is the Curriculum Leader for Science and is the PLC Leader for the Biology EOC. In addition, she is the SEL Liason and leads the efforts for schoolwide SEL through the creation and implementation of the SEL Plan.
Fiore , Scott	Curriculum Resource Teacher	Mr. Fiore is the Social Studies Curriculum Leader and is the PLC Leader for U.S. History. He is responsible for the progress monitoring data for the U.S. History EOC.
Tyson , Amanee	Curriculum Resource Teacher	Ms. Tyson is the Curriculum Leader for ELA and is the PLC Leader for the 9th and 10th FAS ELA. She is responsible for the progress monitoring data for the 9th and 10th grade FSA ELA. She will also be assuming the duties as the ESSA support coordinator for ELA and will be overseeing the pull-out support and remediation of our non-AAP students.
Brown, Sebrina	Curriculum Resource Teacher	Ms. Brown is the Curriculum Leader for Math and is responsible for the progress monitoring data for Algebra 1 and Geometry. She will also be assuming the duties as the ESSA support coordinator for MATH and will be overseeing the pull-out support and remediation of our non-AAP students.
Jenoure, Ellis	SAC Member	Mr. Jenoure is the Algebra 1 PLC Leader and is responsible for progress monitoring of the quarterly Algebra 1 CFA data. In addition, he is the school SAC Secretary where he is responsible for the monthly SAC meeting minutes and progress monitoring of the SIP. As the Family and Community Engage Committee Chair, Mr. Jenoure is responsible for creating, implementing, and monitoring the FACE Plan to improve school and community partnerships for student and family success. Mr.

Name	Position Title	Job Duties and Responsibilities
		Jenoure also leads the Personalization for Academic and Social-emotion Learning Committee and leads PASL teachers who ensure that the 9th-grade students are on track and have the needed SEL support for their continued high school success. He progress monitors the 9th-grade student rapid check-ins and coordinates the support of the teacher and student needs, quarterly.
Chiappelli , Ricky	Behavior Specialist	Mr. Chiappelli is responsible for the behavior, social, and emotional support of studetns. In addition, he oversees student activites throughout the year. He also supports the administration to ensure the culture and environment is safe throughout the year.
Orris, Dalia	Magnet Coordinator	Ms. Orris is responsible for the Medical Magnet for recruiting and progress monitoring the academic success of the students enrolled in the medical track. She communicates with parents and the community.
Handler, Adam	Magnet Coordinator	Ms. Handler is responsible for the Engineering Magnet for recruiting and progress monitoring the academic success of the students enrolled in the engineering track. He communicates with parents and the community.
Dawkins, Ester	School Counselor	Ms. Dawkins is the Student Support Director and leads the team of guidance counselors to ensure student academic schedules are accurate and students are on track for graduation.
Cope, Robin	Staffing Specialist	Ms. Cope is the school ESE director and is responsiple for the creation and implementation of the BPIE Plan. She oversees the support of our school's ESE and SWD population by progress monitoring student IEPs and ensuring students are recieving academic, social, and emotional support for suces.

Demographic Information

Principal start date

Tuesday 7/5/2016, Michelle Padura

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

78

Total number of students enrolled at the school

1,498

Identify the number of instructional staff who left the school during the 2020-21 school year.

11

Identify the number of instructional staff who joined the school during the 2021-22 school year.

9

Demographic Data**Early Warning Systems****2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	435	462	354	273	1524
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	180	175	152	111	618
One or more suspensions	0	0	0	0	0	0	0	0	0	18	13	0	4	35
Course failure in ELA	0	0	0	0	0	0	0	0	0	195	171	159	53	578
Course failure in Math	0	0	0	0	0	0	0	0	0	140	103	139	58	440
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	148	138	105	84	475
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	144	135	40	103	422
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	229	225	178	126	758

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	9	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	1	4	6	13

Date this data was collected or last updated

Monday 9/13/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	484	371	326	291	1472
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	72	67	57	66	262
One or more suspensions	0	0	0	0	0	0	0	0	0	75	58	41	25	199
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	231	135	105	97	568
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	143	124	1	0	268

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	11	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	22	22

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	484	371	326	291	1472
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	72	67	57	66	262
One or more suspensions	0	0	0	0	0	0	0	0	0	75	58	41	25	199
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	231	135	105	97	568
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	143	124	1	0	268

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	11	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	22	22

Part II: Needs Assessment/Analysis**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				39%	57%	56%	35%	58%	56%
ELA Learning Gains				47%	52%	51%	38%	54%	53%
ELA Lowest 25th Percentile				36%	45%	42%	28%	47%	44%
Math Achievement				35%	51%	51%	27%	49%	51%
Math Learning Gains				38%	44%	48%	32%	45%	48%
Math Lowest 25th Percentile				37%	43%	45%	38%	46%	45%
Science Achievement				47%	66%	68%	40%	64%	67%
Social Studies Achievement				48%	71%	73%	51%	70%	71%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	39%	57%	-18%	55%	-16%
Cohort Comparison						
10	2021					
	2019	35%	53%	-18%	53%	-18%
Cohort Comparison		-39%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	47%	67%	-20%	67%	-20%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	48%	67%	-19%	70%	-22%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	34%	61%	-27%	61%	-27%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	34%	56%	-22%	57%	-23%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

English Language Arts - The progress monitoring tools provided by 9th and 10th grade are CommonLit assessment, FSA, Fair testing, and NEWSLA articles. These tools are used to gauge our students' proficiencies in multiple areas and demographics. In addition, the ELA and reading departments are implementing the Achieve3000 reading program to progress-monitor the students' Lexile reading levels.

Mathematics - The Mathematics Department used six Common Formative Assessments (CFA's) as progress monitoring tools to determine student proficiency for the FSA Algebra and Geometry End of Course Exams. The Algebra CFA's covered topics from Algebra and Modeling, Functions and Modeling, and Statistics. The Geometry CFA's covered Congruence and Similarity, Right Triangles and Trigonometry, and Circles. The CFA's included problems with achievement level descriptions from levels 1 to 5.

Biology - Biology uses Common Formative Assessments as well as the Broward Standards Assessment to Track data. Unfortunately, Mastery Connect does not disaggregate data according to ESSA subgroups but this is our overall CFA Data.

US History - The progress monitoring tool used for the 11th grade US History EOC were district-created benchmark assessments.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	35%
	Students With Disabilities	N/A	N/A	10%
	English Language Learners	N/A	N/A	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	19%
	Students With Disabilities	N/A	N/A	15%
	English Language Learners	N/A	N/A	21%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	70%	71%	65%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	30%
	Students With Disabilities	N/A	N/A	17%
	English Language Learners	N/A	N/A	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	22%
	Students With Disabilities	N/A	N/A	17%
	English Language Learners	N/A	N/A	0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	50%	52%	46%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	0%
	Students With Disabilities	N/A	N/A	0%
	English Language Learners	N/A	N/A	0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	49%	58%	68%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	23	33	22	23	34	47	37	42		93	32
ELL	25	43	30	18	20	21	26			94	52
BLK	33	41	36	11	23	42	30	48		99	58
HSP	42	46	30	29	30	24	42			94	65
WHT	43	47		44	41		64			83	73

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
FRL	34	43	36	17	24	36	36	32		98	63
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	12	28	27	16	34	35	14	36		78	6
ELL	18	36	30	26	27	18	26	28		90	50
BLK	38	45	37	33	39	40	46	46		92	43
HSP	36	47	36	36	31	30	46	44		80	56
MUL	50	60									
WHT	58	63		52	48		62	56		78	56
FRL	37	46	33	33	35	35	46	50		87	46
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	14	29	22	16	44		29	20		52	8
ELL	10	25	22	10	34	56	18	15		71	44
ASN	56	25		27							
BLK	33	39	28	27	34	38	37	49		88	35
HSP	34	33	20	25	27	38	44	42		81	71
MUL	50	53		33	9		45	77			
WHT	43	42		36	35		44	83		92	18
FRL	33	36	27	26	30	36	38	50		86	39

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	464
Total Components for the Federal Index	11
Percent Tested	75%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trends seen within the Early Warning Indicators show 618 students having attendance below 90%, which in turn affects the number of students failing ELA and Math as well as the students scoring a level 1 on the state assessments in Math and ELA. Student performance data in ELA, Algebra and Geometry, Biology, and US History show a considerable deficit compared to the state and district marks suggesting that our student demographics which are comprised of 78% Black and 26% Hispanic populations which are considered underserved populations. According to research, underserved and vulnerable student populations tend to have more barriers to success compared to their affluent counterparts. Although our school has excellent Progress Monitoring Assessments, the progress monitoring data suggests departments need to progress monitor with additional fidelity moving forward as there is substantial missing data. According to the Subgroup Data, many of our SWD and ELL student populations demonstrate low proficiency in all reporting assessment categories, which again are considered underserved populations. The ESSA Data shows SWD, and ELL students are below the accepted Federal Index of 41. In Math, the ELL subgroup remained lower than both the state and district. The SWD remained consistently low as well. Over a two-year span (2018 and 2019) the Math learning gains for the SWD declined. The ELL subgroup has declined in learning gains as well. Looking at the data, it appears that this area was the only category with significant declines.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data reveals the need for more accurate progress monitoring across all reporting categories in the areas of Economically Disadvantaged, SWD, and ELL subgroups with a continued effort for all students. We are aware that Covid-19 has exasperated the inequities within our vulnerable population, which is most of our students. The opportunity gap has significantly increased compared to pre-Covid-19. For the SWD and ELL subgroups, the areas of learning gains, the learning gains of the lower 25%, and achievement all are very critical areas and need to be improved.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The subgroup data was pre-Covid-19 while Covid-19 has exasperated the inequities across our vulnerable student population as the progress monitoring shows. The focus of progress monitoring was not geared toward the quarterly breakdown. Therefore, moving forward, each department will keep more accurate progress monitor the FRL, SWD, ELL, and overall student proficiency for each quarter. Support will be given among those teachers who needed additional help as a result of the progress monitoring data. Contributing factors for math can be the lack of instructional support at home for the SWD and ELL subgroups as well as the language barrier that exists between teachers and ELL students. To address these factors, interventions such as pull-out and push-in may improve the overall achievement of both groups. In addition, a bilingual interventionist can assist with the language barrier that exists with ELL instruction.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Progress monitoring data for 9th-grade Biology and US History demonstrated strong proficiency among all students. Student proficiency increased across all reporting categories from 2018 to 2019 because of the implementation of rigor within teacher instruction.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The school introduced SIOP for our ELL population. PLCs focused on the learning cycles using CARE. English Language Arts - The progress monitoring tools provided by 9th and 10th grade are CommonLit assessment, FSA, Fair testing, and NEWSELA articles. In addition, the ELA department uses the program Achieve3000 to measure students' Lexile reading levels. These tools are used to gauge our students' proficiencies in multiple areas and demographics. Mathematics - The Mathematics Department used six Common Formative Assessments (CFA's) as progress monitoring tools to determine student proficiency for the FSA Algebra and Geometry End of Course Exams. The Algebra CFA's covered topics from Algebra and Modeling, Functions and Modeling, and Statistics. The Geometry CFA's covered Congruence and Similarity, Right Triangles and Trigonometry, and Circles. The CFA's included problems with achievement level descriptions from levels 1 to Biology uses Common Formative Assessments as well as the Broward Standards Assessment to Track data. Unfortunately, Mastery Connect does not disaggregate data according to ESSA subgroups but this is our overall CFA Data. US History - The progress monitoring tool used for the 11th grade US History EOC were district-created benchmark assessments.

What strategies will need to be implemented in order to accelerate learning?

There needs to be an intersection between standards-based lesson planning, equity-centered practices incorporating culturally responsive pedagogy, and culturally relevant leadership as well as a caring culture and environment.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

All teachers will implement the school-wide Literacy Initiative into their classes. This initiative is called D.A.R.E. to Learn (Dragons Achieving Reading Excellence). All teachers will give D.A.R.E. to Learn lessons that will help students increase their skill set of how to cite evidence to explain and justify reasoning based on the B.E.S.T standards. Teachers will utilize standard-based questions using the B.E.S.T. question stems for each response. Moreover, teachers will incorporate rubric-based scoring to provide feedback on student progress and have one-on-one data chats. Administrators will progress monitor by checking teachers' D.A.R.E. to Learn student folders and by informal observations. Professional development will be directed toward building capacity and improving instructional practices within teachers. In addition to providing our faculty professional development

and training opportunities including- Project-Based Learning, Standards-based (well-planned lessons), Using data to drive instruction, DOK Levels/Question Stems, all of which fortify our culture of high expectations.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

For the 2021-2022 school year, two ESSR teachers will have been funded for literacy and mathematics to help in the support of those students identified as not making adequate academic progress (AAP). These two master teachers will be conducting push-in and pull-outs of our targeted ESSA subgroups. By incorporating additional opportunities for ESSA subgroups to get additional remediation and enrichment will lead to an increase in student achievement in all tested areas. In addition, ESE support facilitators will be monitoring students with IEPs as well as those with 504 plans. Teachers will be given a database identifying those students as SWD and ELL.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	For the 2018-2019 school year, we focused on literacy which encompasses reading and writing. We believe that implementing literacy skills across all curricula areas will lead to an increase in student achievement. 37% of the 9th and 10th-grade students scored a level 3 or higher on the 2019 FSA ELA assessment. Based on the 2021 ELA FSA Performance, 37% of the students scored a level 3 or higher. We will implement the school D.A.R.E. to Learn Literacy Strategy school-wide across all content areas. Utilizing this strategy will aid in giving students additional practice in writing and citing textual evidence that are skills that are assessed on the FSA ELA assessment. School-wide literacy initiative will be monitored on an ongoing basis through student D.A.R.E. to Learn folders and teacher-graded rubrics.
Measurable Outcome:	By May 2022, 44% of the students tested will score a level 3 or higher on the Florida Standards Assessment.
Monitoring:	The ELA administrator meets with the English and Reading teachers and Literacy Coach to review results from common formative assessments for students in each ESSA subgroup. After each common formative assessment, teachers review results and based on data remediate/reteach and retest as necessary. The ELA department leader and Literacy Coach will create an instructional focus calendar for the teachers to follow. The ELA administrator monitors the implementation of instruction. Ensure that all instruction in foundational reading skills is systematic and explicit and all reading instruction is evidence-based. Progress monitor students receiving targeted and supplemental (Tier 2) and intensive reading interventions (Tier 3).
Person responsible for monitoring outcome:	Kamara Sanon (kamara.sanon@browardschools.com)
Evidence-based Strategy:	Through the use of MTSS, the ELA department will implement formative and summative assessments on a weekly/quarterly basis. This data is used to direct classroom instruction as well as plan the curriculum and provide necessary interventions. As a formative assessment, ELA uses school platforms such as CommonLit, and NEWSELA to deliver quarterly common formative assessments (CFA's). The data from these assessments are then analyzed during Common planning and PLC meetings with the department. Once weak areas are identified, the Reading Coach and Curriculum facilitator then meet to adjust the Instructional Focus Calendar accordingly. Summative data used are FSA scores given at the end of the year, the scores help determine remediation, above average, and on-level students. Common instruction strategies used and practiced throughout ELA are the R.A.C.E method used for open-response questions, as well as Annotation which helps students 'read with a purpose' when pertaining to any informational text.
Rationale for Evidence-based Strategy:	The school-wide literacy plan will implement these evidence-based strategies and monitor them for success each quarter and make any adjustments as needed. A Multi-Tiered System of Support (MTSS) that is inclusive of both explicit and differentiated instruction throughout the tiered model of support to address the variance of learning needs of ALL students in an engaging and rigorous learning environment.

Action Steps to Implement

Provide and Monitor Differentiated Professional Development opportunities for teachers including Professional Learning Communities and reading instruction.

Person Responsible Samantha Brown (samantha.l.brown@browardschools.com)

Ensure literacy instruction is incorporated into content areas to build discussions of text in order to deepen understandings.

Person Responsible Amanee Tyson (amanee.tyson@browardschools.com)

The administrator responsible for the ELA departments will conduct periodic classroom walk-throughs (CWT), quarterly data chats with the Biology, 9th and 10th ELA PLC, and perform instructional evaluative reviews to ensure the progress data is being monitored with fidelity. The data will be disaggregated according to the FRL, ELL, and SWD populations. The overall proficiency will be used to determine if the achievement gap is closing.

Person Responsible Kamara Sanon (kamara.sanon@browardschools.com)

The 2021-2022 Attendance Plan will be implemented to ensure that students have a welcoming and supportive educational environment. This plan will have identified school-based team members, SMART Goals, foundational supports, and 3 Tiers of interventions and support to help promote and improve student attendance. Tiered strategies and interventions will implement the following 5 core ingredients: Monitor Data, Engage Students and Families, Recognize Good and Improved Attendance, Provide Personalized Outreach, and Remove Barriers. Student attendance will be monitored for all students as well according to our economically challenged population, ELL, and SWD.

Person Responsible Robert Goodwin (bobby.goodwin@browardschools.com)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

The Every Student Succeeds Act (ESSA) uses an equity lens in developing high-quality education goals that further the outcomes of all students. Through equity, diversity, access, and inclusion data is needed to measure progress and identify best practices. The ESSA federal index for the subgroups of SWD and ELL are 29 and 37 which is below the federal index threshold of 41. Students identified within these categories are historically underserved. The covid-19 pandemic has exacerbated this vulnerable population by widening the opportunity gap and increasing their barriers to success. Our data reveals our school's lowest data in the reporting categories for ELL and SWD. Making a conscious school-wide effort to meet the needs of our ELL and SWD in each of the reporting categories is the reason for our choice for improvement in ESSA.

Measurable Outcome:

By June 2022, the ESSA federal index for SWD and ELL will increase to 41 through the implementation of evidence-based instructional strategies, professional development for all general education teachers and SWD/ELL teachers and staff to enhance the quality of instructional practices and parental/community involvement.

Monitoring:

School administrators assigned to each reporting category will monitor the progress during each grading quarter. The Algebra 1, Geometry, Biology, US History, and ELA PLCs will progress monitor their respective CFA data according to the disaggregation of FRL, ELL, and SWD subgroups, quarterly. Students identified within Math and ELA as not making adequate academic progress will be pulled out by the school's ESSA Math and ELA positional teachers for added intensive academic support, weekly.

Person responsible for monitoring outcome:

Kamara Sanon (kamara.sanon@browardschools.com)

Evidence-based Strategy:

A Multi-Tiered System of Support (MTSS) that is inclusive of both explicit and differentiated instruction throughout the tiered model of support to address the variance of learning needs of ALL students in an engaging and rigorous learning environment. The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. Universal Design for Learning (UDL) is an educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments and learning spaces that can accommodate individual learning differences.

Rationale for Evidence-based Strategy:

Many of our students encounter social and emotional barriers as a result of their socio-economic position. MTSS helps to provide tiered interventive support for those identified areas of student need. Because our ESSA areas include the ELL population, our school has chosen the implementation of SIOP. In addition, our SWD population has IEP and UDL allows for differentiated instructional practices to be used to meet our SWD needs.

Action Steps to Implement

The quarterly progress monitoring data will be collected and analyzed to ensure that the ESSA SIP goal is being implemented with fidelity. Training and support will be provided for areas of deficiency.

Person Responsible

Kenneth Ward (kenneth.ward@browardschools.com)

Research illustrates a correlation between student achievement and the development of an achievable, rigorous, and aligned curriculum. Subsequently, the Math department will leverage school and district human resources to coach, support, and guide teachers in best practices for Math instruction. The math coach will effectively work with resource teachers to model differentiated lessons, co-teach, provide

feedback to teachers, and design and facilitate professional development grounded in building teacher self-efficacy in effectively planning for differentiated instruction (DI) and creating DI groups based on data. Additionally, more emphasis will be placed on purposeful planning for students with disabilities, ELL, and economically disadvantaged learners' development.

Person Responsible Chukwunyerem Brown (chukwunyerem.brown@browardschools.com)

The administrator responsible for the Social Studies department will conduct periodic classroom walk-throughs (CWT), quarterly data chats with the US History PLC, and perform instructional evaluative reviews to ensure the progress data is being monitored with fidelity. The data will be disaggregated according to the FRL, ELL, and SWD populations. The overall proficiency will be used to determine if the achievement gap is closing.

Person Responsible Robert Goodwin (bobby.goodwin@browardschools.com)

The US History sections use common notetaking and common assessments. Chapters use Cornell Notes assigned to the Gateway to US History supplement workbook which is the district preferred resource. Students complete the notes reinforced with a PowerPoint and other activities such as Kahoot, Nearpod, and primary documents. In addition, each chapter has an EOC-style quiz in which we allow students to work together in pairs to discuss and answer. The common assessments range from 5 to 10 EOC questions taken from a state question bank. After every 2 chapters, a district benchmark assessment. The data, therefore, is drawn from 2 sources. Common planning is utilized as a part of the same PLC. Teachers participate in the district workshops offered on our PLC days with the district support administrator attending.

Person Responsible Scott Fiore (scott.fiore@browardschools.com)

Biology students will complete a Biology Diagnostic assessment first quarter. Students will take 9 Common Formative assessments covering 23 annually assessed standards. Each teacher is responsible for assessing their own students. All data will be tracked using Mastery Connect. Students will also be monitoring their own progress and students needing remediation will complete Tutorials on CPalms. Students will participate in the Districts Broward Standards Assessment in February.

Person Responsible April Wallace (april.wallace@browardschools.com)

The ELA department will identify all ESSA sub-groups with a focus on the ELL and SWD populations. Ensure literacy instruction is incorporated into content areas to build discussions of text in order to deepen understandings. The ESSR master-teacher will be conducting push-in and pull-outs of our targeted ESSA subgroups. By incorporating additional opportunities for ESSA subgroups to get additional remediation and enrichment will lead to an increase in student achievement in all tested areas.

Person Responsible Amanee Tyson (amanee.tyson@browardschools.com)

To ensure equity for all students, the ESE Department considers student placement, curriculum delivery, and the students' circumstances. By administering annual assessments such as Diagnostic Assessment for Reading (DAR) and The Test of Mathematical Abilities (TOMA) to monitor special education students to ensure they're on track to meet their IEP goals. These assessments not only allow the teachers to check on student progress but also help to make informed instructional decisions to meet students' needs. The use of Curriculum-Based Measurement assessments, for progress monitoring, allows teachers to quickly and easily analyze data, identify students who are and who are not making progress, and make data-driven decisions to provide more effective instruction and interventions. By using CBM, teachers can; set robust but achievable IEP goals, monitor students' progress toward their IEP goals, reflect on the data to determine whether instruction should be modified or if additional data needs to be collected.

Person Responsible Robin Cope (robin.cope@browardschools.com)

Studies show that the analysis of student assessment data serves a critical role in teacher decision-making and meeting the diverse needs of individual students. Therefore, to improve and sustain student achievement schools must promote a culture of guidance and support around professional capacity systems that support the systemic use of data, accelerated student learning, and engagement with teachers in deliberate dialogue around targeted groups of students. Collaborative analysis of formative and summative assessments to adjust instruction produces significant learning gains for all students, including ELL, economically disadvantaged students, and those with disabilities. The Algebra 1 PLC will address gaps in student achievement by 1. administering (5) Common Formative Assessments (CFA) throughout the school year, 2. leveraging PLCs to engage in collaborative data analysis; identifying evidence-based interventions and 3. augmenting instructional practices to build capacity and better meet the needs of all students.

Person Responsible Ellis Jenoure (ellis.jenoure@browardschools.com)

The Math department will increase student engagement through quality instruction. Teaching problem-solving strategies and high-order thinking concepts through the delivery of differentiated mathematics lessons. Teachers will assist students with monitoring and reflecting on applying mathematical practices. Staff will expose students to multiple problem-solving strategies, including visual representations in their work. Students not making adequate academic progress will have additional support from school and district resource personnel. The ESSR master-teacher will be conducting push-in and pull-outs of our targeted ESSA subgroups. By incorporating additional opportunities for ESSA subgroups to get additional remediation and enrichment will lead to an increase in student achievement in all tested areas.

Person Responsible Sebrina Brown (sebrina.brown@browardschools.com)

The administrator responsible for the Math department will conduct periodic classroom walk-throughs (CWT), quarterly data chats with the Algebra 1 and Geometry PLCs, and perform instructional evaluative reviews to ensure the progress data is being monitored with fidelity. The data will be disaggregated according to the FRL, ELL, and SWD populations. The overall proficiency will be used to determine if the achievement gap is closing.

Person Responsible Brooke Smith (brooke.smith@browardschools.com)

The administrator responsible for the Science and the ELA departments will conduct periodic classroom walk-throughs (CWT), quarterly data chats with the Biology, 9th and 10th ELA PLC, and perform instructional evaluative reviews to ensure the progress data is being monitored with fidelity. The data will be disaggregated according to the FRL, ELL, and SWD populations. The overall proficiency will be used to determine if the achievement gap is closing.

Person Responsible Kamara Sanon (kamara.sanon@browardschools.com)

Provide and Monitor Differentiated Professional Development opportunities for teachers including Professional Learning Communities and reading instruction. Additionally, the increase in 2019 FSA scores also reinforced the decision to provide students with extended learning opportunities (ELO) including – Winter camps, Saturday Academies, Intensive Writing Workshops.

Person Responsible Samantha Brown (samantha.l.brown@browardschools.com)

The 2021-2022 Attendance Plan will be implemented to ensure that students have a welcoming and supportive educational environment. This plan will have identified school-based team members, SMART Goals, foundational supports, and 3 Tiers of interventions and support to help promote and improve student attendance. Tiered strategies and interventions will implement the following 5 core ingredients:

Monitor Data, Engage Students and Families, Recognize Good and Improved Attendance, Provide Personalized Outreach, and Remove Barriers. Student attendance will be monitored for all students as well according to our economically challenged population, ELL, and SWD.

Person Responsible Robert Goodwin (bobby.goodwin@browardschools.com)

Additionally, the increase in 2019 FSA scores also reinforced the decision to provide students with extended learning opportunities (ELO) including – Winter camps, Saturday Academies, Intensive Writing Workshops. In addition to providing our faculty professional development and training opportunities including- Project-Based Learning, Standards-based (well-planned lessons), Using data to drive instruction, DOK Levels/Question Stems, all of which fortify our culture of high expectations.

Person Responsible Brooke Smith (brooke.smith@browardschools.com)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	Based on 2020-21 Rethink Ed SEL data, Stranahan High School students scored in the low range in 4 out of the 5 CASEL Competencies. Students scored low in the areas of Self-Management, Self-Awareness, Responsible Decision Making, and Relationship Skills. This data reveals that there were deficiencies in the SEL strategies being used.
Measurable Outcome:	Students scored an average of 2.81 on the 2020-21 Rethink Ed Survey which places them in the low range. During the 2021-22 students will increase 0.50 points on this survey by the spring of 2022. This will increase the average score to 3.31 which places students in the average range.
Monitoring:	During the week of October 4-15, 2021 study hall teachers will administer 2021-22 Rethink Ed SEL survey to obtain baseline data for the current school year. Data obtained from this survey will be used to inform which CASEL competencies will be addressed in the school's SEL activities. Students will retake the survey in the fall to determine the efficacy of the strategies being implemented.
Person responsible for monitoring outcome:	Elvin Hazell (el.hazell@browardschools.com)
Evidence-based Strategy:	CASEL or Collaborative for Academic, Social, and Emotional Learning, is an evidence-based program adopted by the Broward School District to address the Social-Emotional well-being of students. CASEL addresses 5 competencies connected to student's SEL these areas include; Social Awareness, Self-Management, Responsible Decision Making, Social Awareness, and Relationship Skills. CASEL will address whole-child learning to advance educational equity.
Rationale for Evidence-based Strategy:	As part of the District's vision to actively reengage students in their learning and contribute to the overall well-being of its students and family, the district implemented CASEL competency strategies during the 2019-2020 school year. This was designed to help students and families enrich their lives by addressing the mental and emotional well-being of students and their families. CASEL strategies are being used to align with BCPS District's Vision.

Action Steps to Implement

The study hall teachers will administer the Rethink Ed SEL survey during the weeks of October 4-15, 2021 to obtain SEL data for the 2021-22 school year. To ensure the Rethink Ed student survey is administered with fidelity in the fall, teachers will be trained through professional development and supported. Teachers will be monitored to ensure that SEL strategies are being implemented within classrooms throughout the day. The Rethink Ed student survey will be administered again in the spring.

Person Responsible Elvin Hazell (el.hazell@browardschools.com)

The SEL action plan will be completed and implemented with fidelity. The SEL team will meet monthly to discuss the results of the Rethink Ed SEL Survey and compare them to the 2020-2021 student self-assessment data. The SEL team will determine which CASEL categories scored the lowest. The data will help to inform the training and support of which strategies to incorporate into daily SEL activities. Data from the student survey shall be analyzed to determine if the implementation of the CASEL strategies is effective.

Person Responsible April Wallace (april.wallace@browardschools.com)

Stranahan High School Family and Community Engagement (FACE) strives to build meaningful relationships with all of our stakeholders in the community. To do so, we employ action steps to cultivate meaningful partnerships that will create a caring culture for our students, parents, and teachers. Our first action step is to provide exceptional customer service to families and community stakeholders. Our second action step is to provide updated and relevant resources to our families and community. Third, we provide incentives to maintain a positive school environment. Lastly, Stranahan provides education and supports on Social Emotional Learning (SEL) to families. Our goal is to build a solid communicable relationship between our school, families, and surrounding entities to work together to improve the achievement of our students.

Person Responsible Ellis Jenoure (ellis.jenoure@browardschools.com)

The Covid-19 pandemic has emerged as one of the critical barriers to the social-emotional learning of our students and the continuous improvement of our school. To address this barrier, Personalization for Academic and Social-Emotional Learning (PASL) uses Rapid Check-Ins to survey the mindset of the students based on the five categories of social-emotional learning. Those categories are social awareness, relationship skills, self-awareness, responsible decision-making, and self-management. We disaggregate the data to identify areas of concern and collaborate on student activities to close social-emotional learning gaps. In each 9th-grade study hall, we complete the activities with the students and survey the students afterward. We repeat these action steps monthly to help our students receive that proper mindfulness needed to succeed at our school.

Person Responsible Ellis Jenoure (ellis.jenoure@browardschools.com)

During the 2020-2021 COVID-19 school year, Stranahan implemented the Health Information Program (HIP). HIP's purpose is to educate teenagers about their health issues and to encourage and assist them in accessing existing community health resources. HIP educates high school students through a school-based, peer-to-peer comprehensive health education model. HIP empowers high school students to tackle the health crises of their generation. Eight presentations are scheduled for the 9th-grade study halls.

Person Responsible Kenneth Ward (kenneth.ward@browardschools.com)

The 2021-2022 Attendance Plan will be implemented to ensure that students have a welcoming and supportive educational environment. This plan will have identified school-based team members, SMART Goals, foundational supports, and 3 Tiers of interventions and support to help promote and improve student attendance. Tiered strategies and interventions will implement the following 5 core ingredients: Monitor Data, Engage Students and Families, Recognize Good and Improved Attendance, Provide Personalized Outreach, and Remove Barriers. Student attendance will be monitored for all students as well according to our economically challenged population, ELL, and SWD.

Person Responsible Robert Goodwin (bobby.goodwin@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

For the 2019-2020 school year, Stranahan High School (SHS) reported 5.0 incidents per 100 students. This rate is greater than the statewide high school rate of 3.3 incidents per 100 students. SHS ranked #417 out of 505 high schools statewide. The primary areas of concern that were categorized as very high on the Safe Schools Alex report were Violent Incidents (primarily fighting) and Property Incidents (Larceny, theft, or motor vehicle). This school year we are focusing on reducing the number of incidents occurring in the two aforementioned categories which were listed as very high. SHS is utilizing the Sandy Hook Promise's Say Something program which teaches students to recognize the warning signs of someone at-risk of hurting themselves or others and how to say something to a trusted adult to get help. There are multiple posters in high-traffic areas with the Say Something theme. In addition, SHS has implemented a QR code which is posted all around the campus, including inside the restrooms, for students to unanimously report concerns, request to speak to an administrator, guidance counselor etc. We are bringing back the Youth Crime Watch program, which functions on the premise that the students know more about what is going on than the adults. This program establishes youth patrols, creates a mentoring program and teaches mediation skills, provides conflict resolution training and train youth as leaders. The Sandy Hook Promise's Start With Hello program teaches students to be more socially inclusive and connected to each other. Students learn how to recognize the signs of loneliness and social isolation. They find out what they can do to help others feel included and discover how to break the ice and strike up a conversation.

Administrators and Guidance Counselors are utilizing the Mentoring Tomorrow's Leaders peer to peer mentoring program based on 5 pillars: Academic Achievement, Mentoring, Family Involvement, Community Support and Incentives. By utilizing the Sandy Hook Program, Youth Crime Watch Program and Mentoring Tomorrow's Leaders, SHS is empowering the students to positively affect the school's culture and environment. SHS has planned through the School-Wide Positive Behavior Plan (SPBP) to encourage and reward students for good behavior. A snack store has been established where students are allowed to purchase snacks with school issued Dragon Dollars (created, issued and valuable on campus only). The Dragon Dollars are provided to teachers to issue to students exhibiting positive behaviors. Teachers may issue Dragon Dollars to students based on their own discretion. Students may accumulate the Dragon Dollars to purchase items from the snack store. Purchasing items from the snack store takes place at dismissal to display how students are being rewarded for positive behavior. During the morning announcements, students are reminded of how to earn Dragon Dollars and the snacks available at the snack store. The fidelity of the programs in place will be monitored quarterly. The number of ODRs issued will be monitored and compared quarterly. The amount of student recipients of Dragon Dollars will be monitored and strongly encouraged. Students and staff will be surveyed for their input, and it is our belief that we will see a significant decrease in the number of incidents occurring.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Stranahan High School provides a high-quality education that is safe, equitable, and inclusive for all students regardless of their race, class, gender, ability, sexuality, language, immigration status, or religious preference. Stranahan relies on parents, community members, and business partners' active involvement to promote and enrich students' academic success. Responsibility, citizenship, kindness, respect, honesty, self-control, tolerance, and cooperation are character traits that help produce productive members of society. Through positive reinforcement and an innovative curriculum including quality instruction, Stranahan combines state-of-the-art career training with a rigorous academic foundation. Rich cultural diversity broadens the scope of learning, enhances interpersonal relationships, and better prepares students to assume civic responsibility in a world that is becoming more diverse every day. The following programs help to support the positive school culture and environment at Stranahan.

Athletics has a profound impact on Stranahan High's culture and environment. Winning back-to-back state championships in basketball created positive energy and fostered pride amongst the student population. Our cheerleading program continues to compete at an elite level and our football program is now a playoff-contending program. Athletics was the first on-campus activity to come back to campus after the start of the COVID-19 pandemic. This gave many student-athletes a sense of normalcy that had been missing and helped them reacclimate to school.

Personalization for Academic and Social-Emotional Learning (PASL) allows teachers to build and cultivate strong and meaningful relationships with students based on compassion, respect, and understanding. With this foundation, PASL positively impacts the Stranahan High School culture and environment. Teachers and students develop shared interests, moral values, and communication that permeates the classroom, school environment, and surrounding community.

Mentoring Tomorrow's Leaders (MTL) is a peer-to-peer mentoring, successful school graduation, and student leadership program at every high school and some middle and elementary schools. It is comprised of five pillars that focus on Academic Achievement, Mentoring, Family Involvement, Community Support, and Incentives. From these five pillars, whether a student is a Mentee, Role Model, Mentor-In-Training or Mentor, they are provided and receive such benefits as Peer-to-Peer Tutoring, Leadership skills, Life Skills Training, Community Outreach, and Civic Engagement. We added another component on Mental Wellness where all board members (officers) are trained at Youth Mental Health Ambassadors (YMHA) to facilitate classroom presentations on various topics such as the Start With Hello initiative through the Sandy Hook Promise, time management, managing stress among other topics. The supportive and healthy relationships formed between mentors and mentees are both immediate and long-lasting. In addition, they have numerous opportunities to visit colleges locally and out of state, exposed cultural events, and networking opportunities. This is just a small caption of the wonderful benefits for mentors and mentees. Currently, we have 180 members and 95 percent of our MTL seniors are accepted to colleges and university and five

percent who are either going into the vocational track, entering the workforce, or serving in the military. From 2018 to currently, MTL seniors have earned 4 million dollars in scholarship offers with 3000 community hours volunteered at hospitals, schools, peer mentoring, harvest drive, cancer walks to name a few.

The Dragon Heat program at Stranahan High School provides after-school services to 9th and 10th-grade students. The program is geared towards complementing the school curricula, offering additional learning opportunities for personal growth and social enrichment. In addition, The Dragon Heat program provides an exclusive course recovery pathway for students in grades 9-12. Through the program, students will experience virtual learning opportunities for personal growth and social enrichment. Students are provided with engaging activities that connect to life beyond the classroom.

The Student Government Association has relished the opportunity to be back in school to create community service and spirit events for our Mighty Dragons. We have started to realize what has been missing over the last year and a half. The ability to make new friends, care for one another and help those students that need that social component of high school. We have started the process of reaching out to those students who need us, and we feel confident we will make Stranahan High that hidden gem in Broward County again. During the 2020-2021 COVID-19 school year, Stranahan implemented the Health Information Program (HIP). HIP's purpose is to educate teenagers about their health issues and to encourage and assist them in accessing existing community health resources. HIP educates high school students through a school-based, peer-to-peer comprehensive health education model. HIP empowers high school students to tackle the health crises of their generation.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Teachers have been implementing 10-minutes of daily mindfulness for our students. Our community stakeholders have been committed to the remodeling and beautification of the school. The community construction stakeholders have rallied together in the push to build a new school cafeteria. The family and community engagement committee has been instrumental in reaching out to local community businesses to create partnerships to promote a positive culture and environment at the school. Many of our teachers are coaches and club sponsors who are instrumental in helping to instill leadership and social-emotional well-being in our students. Our teachers are working to build trusting and caring relationships with students leading to improved student engagement and attendance. Our security specialists work tirelessly to ensure our students and staff have a culture and environment that is safe and secure for teaching and learning. The custodial staff works feverishly to keep every aspect of Stranahan clean year-round while doing it with a smile. Many of the logistical processes could not be sustained at such a high level of success if it were not for our administrative support staff. These incredible individuals ensure tasks are completed in a timely manner and remind mind all staff when information is needed. Many of the clerical staff are who parents or community stakeholders speak to first when calling Stranahan while providing quality customer service. Our cafeteria staff ensures our students receive a quality breakfast and lunch daily. Most important of all are our student stakeholders who are involved in every activity on campus as mentioned above. In addition, several of our students attend and participate in our monthly SAC meetings and some of them participated on our recent vision oversight committee to help rewrite our new school vision and mission statements.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

			0211 - Stranahan High School	School Improvement Funds		\$3,000.00
			<i>Notes: Notes: Accountability Funds- Function 5652 Funds will be used for extended learning opportunities (ELO) such as after-school tutoring and Saturday tutoring camps. Funds will be used to pay for students to take the SAT.</i>			
2	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0211 - Stranahan High School	School Improvement Funds		\$3,000.00
			<i>Notes: Notes: Accountability Funds- Function 5652 Funds will be used for extended learning opportunities (ELO) such as after-school tutoring and Saturday tutoring camps. Funds will be used to pay for students to take the SAT.</i>			
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0211 - Stranahan High School	School Improvement Funds		\$3,000.00
			<i>Notes: Notes: Accountability Funds- Function 5652 Funds will be used for Dragon Dollars and the PBIS after-school rewards store to support Student SEL. The Dragons Zen Den will be created to support Adult SEL.</i>			
Total:						\$9,000.00